

GRADE-SPECIFIC PERFORMANCE INDICATORS

Student: _____ DOB: _____

Class/Program: _____ Grade: _____ NYC ID: _____

Completed By: _____ Title: _____ Date: _____

English/Language Arts Grade 8 Reading

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Locate and use school and public library resources independently to acquire information			
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts			
• Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment			
• Preview informational texts to assess content and organization and select texts useful for the task			
• Use indexes to locate information and glossaries to define terms			
• Use knowledge of structure, content, and vocabulary to understand informational text			
• Distinguish between relevant and irrelevant information			
• Identify missing, conflicting, or unclear information			
• Formulate questions to be answered by reading informational text			
• Compare and contrast information from a variety of different sources			
• Condense, combine, or categorize new information from one or more sources			
• Draw conclusions and make inferences on the basis of explicit and implied information			
• Make, confirm, or revise predictions			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Read silently and aloud from a variety of genres, authors, and themes			
• Interpret characters, plot, setting, theme, and dialogue, using evidence from the text			
• Identify the author’s point of view, such as first-person narrator and omniscient narrator			
• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author’s message or intent			
• Recognize how the author’s use of language creates images or feelings			
• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 2: Literary response and expression (cont'd)			
<ul style="list-style-type: none">Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives			
<ul style="list-style-type: none">Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text			
<ul style="list-style-type: none">Compare a film, video, or stage version of a literary work with the written version			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
<ul style="list-style-type: none">Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,<ul style="list-style-type: none">- identify conflicting information- consider the background and qualifications of the writer- question the writer's assumptions, beliefs, intentions, and biases- evaluate examples, details, or reasons used to support ideas- identify fallacies of logic that lead to unsupported conclusions- discriminate between apparent messages and hidden agendas- identify propaganda and evaluate its effectiveness- identify techniques the author uses to persuade (e.g., emotional and ethical appeals)- identify differing points of view in texts and presentations- identify cultural and ethnic values and their impact on content- identify multiple levels of meaning			
<ul style="list-style-type: none">Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal			
<ul style="list-style-type: none">Suspend judgment until all information has been presented			
Standard 4: Students will read, write, listen, and speak for social interaction.			
<ul style="list-style-type: none">Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups			
<ul style="list-style-type: none">Consider the age, gender, social position, and traditions of the writer			
<ul style="list-style-type: none">Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication			

Grade 8 Writing

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Use several sources of information, in addition to an encyclopedia, to develop research reports			
• Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format			
• Take research notes, using a note-taking process			
• Use outlines and graphic organizers, such as semantic webs, to plan reports			
• Include relevant and exclude irrelevant information			
• Use paraphrase and quotation correctly			
• Connect, compare, and contrast ideas and information from one or more sources			
• Support ideas with examples, definitions, analogies, and direct references to the text			
• Cite sources in notes and bibliography, using correct form			
• Write accurate and complete responses to questions about informational material			
• Maintain a portfolio that includes informational writing			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Write original literary texts to <ul style="list-style-type: none">- develop a narrative, using an organizational plan such as chronology or flashback- sequence events to advance a plot; use action, conflict, climax, falling action, and resolution- maintain a consistent point of view that enhances the message and/or establishes the mood- select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme			
• Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none">- express opinions and support them through specific references to the text- demonstrate an understanding of plot and theme- identify and describe characters and their motivations- analyze the importance of setting- identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning- draw conclusions and provide reasons for the conclusions- compare and contrast characters, setting, mood, and voice in more than one literary text or performance			
• Maintain a writing portfolio that includes literary, interpretive, and responsive writing			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
• Present clear analyses, using examples, details, and reasons from text			
• Present a hypothesis and predict possible outcomes from one or more perspectives			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 3: Critical analysis and evaluation. (cont'd)			
• Select content and choose strategies for written presentation on the basis of audience, purpose, and content			
• Explain connections between and among texts to extend the meaning of each individual text			
• Compare and contrast the use of literary elements in more than one genre, by more than one author			
• Maintain a writing portfolio that includes writing for critical analysis and evaluation			
Standard 4: Students will read, write, listen, and speak for social interaction.			
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups			
• Respect the age, gender, social position, and cultural traditions of the recipient			
• Develop a personal voice that enables the reader to get to know the writer			
• Write personal reactions to experiences, events, and observations, using a form of social communication			
• Identify and model the social communication techniques of published writers			
• Maintain a portfolio that includes writing for social communication			
• Use the conventions of email			

Grade 8 Listening

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding .			
• Recall significant ideas and details and the relationships between and among them			
• Identify missing, conflicting, or unclear information			
• Draw conclusions and make inferences on the basis of explicit and implied information			
• Recognize that the speaker’s voice and delivery impact communication			
Standard 2: Students will read, write, listen, and speak for literary response and expression .			
• Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text			
• Identify how the author’s choice of words, use of characterization, and use of other literary devices affect the listener’s interpretation of the oral text			
• Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the listener’s interpretation of poetry			
• Recognize social, historical, and cultural features in presentation of literary texts			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .			
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences			
• Recognize persuasive techniques, such as emotional and ethical appeals, in presentations			
• Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations			
• Identify conflicting, missing, or unclear information			
• Suspend judgment until all information has been presented			
• Evaluate the quality of the speaker’s presentation style by using criteria such as voice quality, enunciation, and delivery			
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Participate as a listener in social conversation with one or more people who are friends or acquaintances			
• Respect the age, gender, social position, and cultural traditions of the speaker			
• Listen for more than one level of meaning, articulated and unspoken			
• Encourage the speaker with appropriate facial expressions and gestures			
• Withhold judgment			
• Appreciate the speaker’s uniqueness			

Grade 8 Speaking

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding .			
• Prepare and give presentations on informational topics			
• Contribute to group discussions by offering comments to clarify and interpret ideas and information			
• Present information to address audience needs and to anticipate questions			
• Present examples, definitions, analogies, and direct references to the text in support of ideas			
• Connect, compare, and contrast ideas and information			
• Use the conventions of the presentational format for panel discussions, debates, and mock trials			
• Ask and respond to questions to clarify information			
Standard 2: Students will read, write, listen, and speak for literary response and expression .			
• Express interpretations and support them through specific references to the text			
• Present original literary texts, using language and text structures that are inventive; for example, - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect			
• Ask and respond to questions to clarify an interpretation or response to literary texts and performances			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .			
• Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences			
• State a hypothesis and predict possible outcomes from one or more perspectives			
• Present content, using strategies designed for the audience, purpose, and context			
• Credit sources of information and opinions accurately in presentations and handouts			
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Respect the age, gender, social position, and cultural traditions of the listener			
• Provide feedback by asking questions designed to encourage further conversation			
• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting			
• Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener			
• Respond to the listener's interests, needs, and reactions to social conversation			
• Adopt conventions of email to establish friendly tone in electronic-based social communication			

English/Language Arts

of ELA Performance Indicators for Grade 8: **95**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)

Mathematics

Grade 8 Problem Solving Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will build new mathematical knowledge through problem solving.			
8.PS.1 - Use a variety of strategies to understand new mathematical content and to develop more efficient methods			
8.PS.2 - Construct appropriate extensions to problem situations			
8.PS.3 - Understand and demonstrate how written symbols represent mathematical ideas			
Students will solve problems that arise in mathematics and in other contexts.			
8.PS.4 - Observe patterns and formulate generalizations			
8.PS.5 - Make conjectures from generalizations			
8.PS.6 - Represent problem situations verbally, numerically, algebraically, and graphically			
Students will apply and adapt a variety of appropriate strategies to solve problems.			
8.PS.7 - Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages			
8.PS.8 - Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem			
8.PS.9 - Work backwards from a solution			
8.PS.10 - Use proportionality to model problems			
8.PS.11 - Work in collaboration with others to solve problems			
Students will monitor and reflect on the process of mathematical problem solving.			
8.PS.12 - Interpret solutions within the given constraints of a problem			
8.PS.13 - Set expectations and limits for possible solutions			
8.PS.14 - Determine information required to solve the problem			
8.PS.15 - Choose methods for obtaining required information			
8.PS.16 - Justify solution methods through logical argument			
8.PS.17 - Evaluate the efficiency of different representations of a problem			

Grade 8 Reasoning and Proof Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize reasoning and proof as fundamental aspects of mathematics.			
8.RP.1 - Recognize that mathematical ideas can be supported by a variety of strategies			
Students will make and investigate mathematical conjectures.			
8.RP.2 - Use mathematical strategies to reach a conclusion			
8.RP.3 - Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates			
Students will develop and evaluate mathematical arguments and proofs.			
8.RP.4 - Provide supportive arguments for conjectures			
8.RP.5 - Develop, verify, and explain an argument, using appropriate mathematical ideas and language			
Students will select and use various types of reasoning and methods of proof.			
8.RP.6 - Support an argument by using a systematic approach to test more than one case			
8.RP.7 - Devise ways to verify results or use counterexamples to refute incorrect statements			
8.RP.8 - Apply inductive reasoning in making and supporting mathematical conjectures			

Grade 8 Communication Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will organize and consolidate their mathematical thinking through communication.			
8.CM.1 - Provide a correct, complete, coherent, and clear rationale for thought process used in problem solving			
8.CM.2 - Provide an organized argument which explains rationale for strategy selection			
8.CM.3 - Organize and accurately label work			
Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.			
8.CM.4 - Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form			
8.CM.5 - Answer clarifying questions from others			
Students will analyze and evaluate the mathematical thinking and strategies of others.			
8.CM.6 - Analyze mathematical solutions shared by others			
8.CM.7 - Compare strategies used and solutions found by others in relation to their own work			
8.CM.8 - Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others			
Students will use the language of mathematics to express mathematical ideas precisely.			
8.CM.9 - Increase their use of mathematical vocabulary and language when communicating with others			
8.CM.10 - Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale			
8.CM.11 - Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing			

Grade 8 Connections Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize and use connections among mathematical ideas.			
8.CN.1 - Understand and make connections among multiple representations of the same mathematical idea			
8.CN.2 - Recognize connections between subsets of mathematical ideas			
8.CN.3 - Connect and apply a variety of strategies to solve problems			
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.			
8.CN.4 - Model situations mathematically, using representations to draw conclusions and formulate new situations			
8.CN.5 - Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics			
Students will recognize and apply mathematics in contexts outside of mathematics.			
8.CN.6 - Recognize and provide examples of the presence of mathematics in their daily lives			
8.CN.7 - Apply mathematical ideas to problem situations that develop outside of mathematics			
8.CN.8 - Investigate the presence of mathematics in careers and areas of interest			
8.CN.9 - Recognize and apply mathematics to other disciplines, areas of interest, and societal issues			

Grade 8 Representation Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will create and use representations to organize, record, and communicate mathematical ideas.			
8.R.1 - Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations			
8.R.2 - Explain, describe, and defend mathematical ideas using representations			
8.R.3 - Recognize, compare, and use an array of representational forms			
8.R.4 - Explain how different representations express the same relationship			
8.R.5 - Use standard and nonstandard representations with accuracy and detail			
Students will select, apply, and translate among mathematical representations to solve problems.			
8.R.6 - Use representations to explore problem situations			
8.R.7 - Investigate relationships between different representations and their impact on a given problem			
8.R.8 - Use representation as a tool for exploring and understanding mathematical ideas			
Students will use representations to model and interpret physical, social, and mathematical phenomena.			
8.R.9 - Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)			
8.R.10 - Use mathematics to show and understand social phenomena (e.g., determine profit from sale of yearbooks)			
8.R.11 - Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)			

Grade 8 Number Sense and Operations Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will understand meanings of operations and procedures, and how they relate to one another.			
<i>Operations</i> 8.N.1 - Develop and apply the laws of exponents for multiplication and division			
8.N.2 - Evaluate expressions with integral exponents			
8.N.3 - Read, write, and identify percents less than 1% and greater than 100%			
8.N.4 - Apply percents to: Tax Percent increase/decrease Simple interest Sale price Commission Interest rates Gratuities			
Students will compute accurately and make reasonable estimates.			
<i>Estimation</i> 8.N.5 - Estimate a percent of quantity, given an application			
8.N.6 - Justify the reasonableness of answers using estimation			

Grade 8 Algebra Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will represent and analyze algebraically a wide variety of problem solving situations.			
<i>Variables and Expressions</i> 8.A.1 - Translate verbal sentences into algebraic inequalities			
8.A.2 - Write verbal expressions that match given mathematical expressions			
8.A.3 - Describe a situation involving relationships that matches a given graph			
8.A.4 - Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship			
8.A.5 - Use physical models to perform operations with polynomials			
Students will perform algebraic procedures accurately.			
<i>Variables and Expressions</i> 8.A.6 - Multiply and divide monomials			
8.A.7 - Add and subtract polynomials (integer coefficients)			
8.A.8 - Multiply a binomial by a monomial or a binomial (integer coefficients)			
8.A.9 - Divide a polynomial by a monomial (integer coefficients) <i>Note: The degree of the denominator is less than or equal to the degree of the numerator for all variables.</i>			
8.A.10 - Factor algebraic expressions using the GCF			
8.A.11 - Factor a trinomial in the form of $ax^2 + bx + c$; $a=1$ and c having no more than three sets of factors			
<i>Equations and Inequalities</i> 8.A.12 - Apply algebra to determine the measure of angles formed by or contained in parallel lines cut by a transversal and by intersecting lines			
8.A.13 - Solve multi-step inequalities and graph the solution set on a number line			
8.A.14 - Solve linear inequalities by combining like terms, using the distributive property, or moving variables to one side of the inequality (include multiplication or division of inequalities by a negative number)			
Students will recognize, use, and represent algebraically patterns, relations, and functions.			
<i>Patterns, Relations, and Functions</i> 8.A.15 - Understand that numerical information can be represented in multiple ways: arithmetically, algebraically, and graphically			
8.A.16 - Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line			
8.A.17 - Define and use correct terminology when referring to function (domain and range)			
8.A.18 - Determine if a relation is a function			
8.A.19 - Interpret multiple representations using equation, table of values, and graph			

Grade 8 Geometry Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.			
<i>Constructions</i> 8.G.0 - Construct the following, using a straight edge and compass: Segment congruent to a segment Angle congruent to an angle Perpendicular bisector Angle bisector			
Students will identify and justify geometric relationships, formally and informally.			
<i>Geometric Relationships</i> 8.G.1 - Identify pairs of vertical angles as congruent			
8.G.2 - Identify pairs of supplementary and complementary angles			
8.G.3 - Calculate the missing angle in a supplementary or complementary pair			
8.G.4 - Determine angle pair relationships when given two parallel lines cut by a transversal			
8.G.5 - Calculate the missing angle measurements when given two parallel lines cut by a transversal			
8.G.6 - Calculate the missing angle measurements when given two intersecting lines and an angle			
Students will apply transformations and symmetry to analyze problem solving situations.			
<i>Transformational Geometry</i> 8.G.7 - Describe and identify transformations in the plane, using proper function notation (rotations, reflections, translations, and dilations)			
8.G.8 - Draw the image of a figure under rotations of 90 and 180 degrees			
8.G.9 - Draw the image of a figure under a reflection over a given line			
8.G.10 - Draw the image of a figure under a translation			
8.G.11 - Draw the image of a figure under a dilation			
8.G.12 - Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation			
Students will apply coordinate geometry to analyze problem solving situations.			
<i>Coordinate Geometry</i> 8.G.13 - Determine the slope of a line from a graph and explain the meaning of slope as a constant rate of change			
8.G.14 - Determine the y-intercept of a line from a graph and be able to explain the y-intercept			
8.G.15 - Graph a line using a table of values			
8.G.16 - Determine the equation of a line given the slope and the y-intercept			
8.G.17 - Graph a line from an equation in slope-intercept form ($y = mx + b$)			
8.G.18 - Solve systems of equations graphically (only linear, integral solutions, $y = mx + b$ format, no vertical/horizontal lines)			
8.G.19 - Graph the solution set of an inequality on a number line			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Apply coordinate geometry to analyze problem solving situations. (cont'd)			
8.G.20 - Distinguish between linear and nonlinear equations $ax^2 + bx + c$; $a \neq 0$ (only graphically)			
8.G.21 - Recognize the characteristics of quadratics in tables, graphs, equations, and situations			

Grade 8 Measurement Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will determine what can be measured and how, using appropriate methods and formulas.			
Units of Measurement 8.M.1 - Solve equations/proportions to convert to equivalent measurements within metric and customary measurement systems <i>Note: Also allow Fahrenheit to Celsius and vice versa.</i>			

Mathematics

of Mathematics Performance Indicators for Grade 8: **104**

Mathematics Performance Indicators Met: _____ % Mathematics Performance Indicators Met: _____
(Number Met/Total Number)

Student_____

Date_____

FOR PROMOTIONAL DECISION ONLY

CLASSWORK CRITERIA**English/Language Arts**# of ELA Performance Indicators for Grade 8: **95**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in English/Language Arts
(Circle one)**Mathematics**# of Mathematics Performance Indicators for Grade 8: **104**

Mathematics Performance Indicators Met: _____

% Mathematics Performance Indicators Met: _____
(Number Met/Total Number)Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in Mathematics
(Circle one)**STANDARDIZED TEST CRITERIA**Student ☐ Has Met ☐ Has Not Met Standardized Test Criteria

Standardized Test Results: _____

ATTENDANCE CRITERIAStudent ☐ Has Met ☐ Has Not Met Standard Attendance Criteria (90%)Student ☐ Has Met ☐ Has Not Met Modified Attendance Criteria (_____ %)

Promotion Decision _____
